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ABSTRACT

The broad range of information presented in this study suggests the current status and potential directions of community-junior colleges' community services programs. Data was obtained from 301 responses to a questionnaire sent to all 784 junior colleges listed in the AAJC 1970 directory as having such programs. The areas of concern and some of the information obtained can be seen in the following. Of initial concern was a description of community services directors, deans, and coordinators. Age, highest educational degree obtained, areas of academic preparation, and professional association affiliation were established. Next, opinions of these administrators about the most often consulted professional literature, leading community programs, and leading experts in the field were ascertained. Looking at institutions, enrollment and enrollment changes; number of off-campus programs, personnel, and advisory groups; accreditation status; program acceptance by the college community; and, staff increases and needs are viewed. Important sources of income, their relative importance, and community service budget changes give a budgetary perspective. In the future , most respondents foresee increasing emphasis on programs for the disadvantaged and increasing community involvement and financial support as priority needs. (JO)

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SOME TRENDS IN COMMUNITY SERVICES PROGRAMS IN COMMUNITY COLLEGES IN THE UNITED STATES

A Quantitative Assessment and Some Qualitative Views

by

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LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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INTRODUCTION

An Overview of the Field of Community Services

A conviction that the community college through its community services programs promises to offer the most viable form of education in the 1970's has prompted development of the following paper.

This enthusiasm grows initially from a view that sees the two-year college, a long-time traditional structure in the society, as the only such educational form that has managed to change or adjust its function substantially to meet the challenge of present day demands. It has provided the increasingly required higher levels of education while, at the same time, remained a community institution with correspondingly greater sensitivity and response to the needs of the community which it serves.

It has to this time avoided the self-conscious localism of the public school and the aloofness of the four-year college. While it continues to play the college preparatory role for new and overwhelming numbers of students, it has become acknowledged as the truly community education institution in the broadest sense. By virtue of both substance and temperment it is the institution most likely to serve

the broadest spectrum of socio-educational needs being experienced in most communities today.

The first ventures in community service have been cautious for the most part but success after success has given impetus to what is now a new and vigorous educational movement as testified to by the number of new community service divisions listed in the AAJC directory during the past few years.

More and more administrators of community colleges are finding that community services is "where it is!". However, it is also evident that in the minds of most administrators, there remains an uncertainty concerning both definition and dimensions of this dynamic area of need. To some extent this uncertainty may derive from a lack of sound theory and methodology in the field of community services. Thus, the formulation of theory and method to provide a firm foundation for required training and operation in the field stands as the principal challenge to the professionals of community services in the community college.

The information presented in this paper is largely the result of data gathered in a nation-wide survey of community service programs administered by community colleges in all 50 states. A total of 784 community colleges -- all those listed in the 1970 AAJC directory as having such programs -- were mailed questionnaires and 301 responded, or 38 percent, returned the forms with sufficient data for analysis.

It was and is the purpose here to determine the state of community services currently in the community college and to

suggest trends for the future as viewed by those respondents who are shaping that future as they work in the field.

The survey questionnaires (see appendix) attempted to solicit pertinent information concerning administrators' priorities, feelings about various issues, personal qualifications and views concerning the future. It also sought to determine present program emphases, financial characteristics and staffing pattern.

In addition, all respondents were asked to list their selection of the outstanding programs being conducted currently in the country so that some determination might be made as to what models are likely to establish standards for the field in the near future.

Special insights provided initially by Dr. Howard Y. McClusky, University of Michigan, and Mr. Walter Fightmaster, Oakland Community College, were used to develop the survey instrument. A limited pre-test failed to uncover certain shortcomings in the instrument. The results, however, seem to suffer more from lack of certain desired data than the questionable validity of some of the data received.

The following analysis utilizes essentially raw data. Efforts to establish significant relationships among the variable were not generally successful. Readers interested in the field may find suggestions herein for developing new questions or hypotheses but they are urged to gather more data for their analyses than that presented here. More in-depth analyses of factors operating to enhance or hinder

the growth and development of Community Services Programs would seem to suggest a methodological approach other than the mailed questionnaire device used in the study.

Presentation of the Results of this Study

Professional Aspects of the Field

Age and Sex Distribution

Community Services Directors, Deans, and Coordinators are drawn from a wide age range. Table 1 points out that the modal age group is the 36-40 category. The median point for the total group falls in the 41-45 category.

TABLE 1

Frequency Distribution for Ages of Community Services Directors, Deans, Coordinators

Age Range	Number Responses	Percentage	Cum. %
20 to 25	3	1.0	1.0
26 to 30	19	6.3	7.3
31 to 35	45	15.0	22.3
36 to 40	66	21.9	44.2
41 to 45	50	16.6	60.8
46 to 50	43	14.3	75.1
51 to 60	57	18.9	94.0
61 plus	5	1.7	95.7
No response	13	4.3	100.0

Of the respondents, 276 were male and 12 female.

Educational Background

Educational background of the respondents in this study indicated a preponderence of Masters degrees, though a considerable number had or were working toward a doctorate.

TABLE 2

Frequency Distribution for Highest Educational Degree Obtained

	Number Responses	Percentage
Bachelors	26	9.6
Masters	177	58.5
Specialist	3	1.0
Doctorate in Process	21	7.0
Doctorate (Ph.D. & Ed.D.)	61	20.3
No Responses		4.3

Areas of Academic Preparation

A question designed to yield information concerning the educational preparation of Community Services personnel indicates that "traditional" fields of education generally provide the professional training. One hundred and thirty eight (138) respondents were trained in either Education (general), Educational Administration, Vocational Education, Guidance and Counseling, and Higher Education Administration. Community Adult Education was mentioned by fourteen (14) of the respondents. The next four categories of History, Business Administration, Speech and Drama, and English were mentioned by 49 of the respondents. (For a complete listing,

see Appendix A).

Membership Affiliation in Professional Associations

The assistance that is gained by the administrators of community service from membership in various organizations and associations concerned with all aspects of education is of vital concern to practitioners. This statement can be substantiated by reviewing the extensive list of associations and organizations relevant to programs of community service.

Respondents stated affiliation in 23 separate state associations or organizations concerned with various aspects of education.

Also appearing on this list were six regional accrediting associations: The Missouri Valley Adult Education Association, Southern Association of Schools and Colleges, North Central Association of Schools and Colleges, New England Association of Colleges and Secondary Schools, and the Western Association of Colleges and Schools.

An examination of the "top ten" material professional associations reveals that five of these ten are concerned with community colleges, adult education, and public and evening college adult education. These five are: American Association of Junior Colleges, Adult Education Association, National Council on Community Services, National Association of Public School Adult Educators, Association of University Evening Colleges.

The remaining five associations are found within other various specialized areas of education, namely vocational

education, personnel and guidance, college unions and university professors. The five appearing in this category are: American Vocational Association, National Education Association, American Association of University Professors, Association of College Unions and Personnel and Guidance Association. (See Appendix B for a complete listing.)

Professional Literature Important to the Field

Closely allied to the emphasis on membership in associations concerned with community colleges and community services is a propensity to make use of certain professional literature.

As expected, the material that is published by the American Association of Junior Colleges and the National Council on Community Services appears most frequently on the "top ten" list. In close order are those publications in the area of adult education, namely Adult Leadership, Adult Education Association Journal, and the Washington Newsletter on Adult Education.

A sample of additional entries includes American Vocational Journal, Canadian Journal on Adult Education, College Management, Training and Development Journal, etc. (See Appendix C for a complete listing.)

A look at the "top ten" list of Social Science background literature reveals the following:

Erwin L. Harlacher - The Community Dimension of the Community College

Nathan Shaw - Administration of Continuing Education

Gunder Myran - Community Services in the Community College

Adrian - Social Science and Community Action

Edwin Gleaser - This is the Community College

Malcolm Knowles - Handbook on Adult Education

Cyril Houle - The Inquiring Mind

Malcolm Knowles - The Adult Education Movement in the United States

Blocher, Plummer, and Richardson - The Two Year College: A Social Synthesis

George Aker - Adult Education Procedures

(A complete list of social science background literature is found in Appendix D.)

Leading Programs in the Field

An examination of responses indicating the most outstanding programs of community service in operation at this time shows considerable dispersion across the nation and in terms of location in urban, suburban, rural areas with different target populations.

The appearance of the metropolitan community colleges such as New York City Community College; Cuyahaga Community College in Cleveland, Ohio; Los Angeles City College; and lastly Miami-Dade Community College with its multi-campus operation, are located in areas of heavy population and have specific programs at the large urban target groups.

Foremost on the list of "Top Ten Programs" is Oakland Community College in Bloomfield Hills, Michigan. Also joining Oakland in the suburban region are Foothills College,

Cerritos College, College of San Mateo, and Pasadena City College, all in California.

The community school concept at Flint, Michigan, under support of the Mott Foundation, also appears as one of the "Top Ten Programs."

This seems to arise from some confusion of the terms "community school," a public school movement, and "community services" as an operation of the community college. Both are forms of community education but should not be equated.

Key Leading Frontiersmen

The emergence of an innovative educational movement usually has at its helm those individuals responsible for research and theory relevant to program development.

The following individuals have been recognized by their fellow workers, as the leaders or frontiersmen in the area of community services in community colleges.

These may be grouped into two divisions, one composed of those individuals who are working in the field administering programs and the second those on a material level, working with institutions of higher learning and professional development. (See Appendix E for a complete listing.)

Perceived Trends for the Future

Anticipation of the Most Important Developments In the Community Service Field in the 1970's, Generally.

> An increased emphasis on programs for the disadvantaged, for stimulating community interest, for

solving relevant community problems, and for achieving an increase in all aspects of financial support; all these were frequently mentioned. Also appearing frequently was the felt need for professionally trained personnel in community services.

(For a complete listing, see Appendix F.)

Anticipations of the Most Important Developments in the Community Services Field in the 1970's, per individual college.

The need for general expansion and flexibility in the area of community services was mentioned most frequently by the respondents. Concern was indicated for the disadvantaged (in economic, social, and educational areas), and for programs in business, industry, culture, recreation, and local government.

Financial support from all concerned agencies, better coordination with other agencies in the community and the need for additional personnel were the next most frequently mentioned.

(For a complete listing, see Appendix G.)

An Analysis of the Data

Some Frequency Distributions

Table 3 categorizes community services programs according to enrollment size and indicates the number of programs found to be of a certain size. Only 13.7 percent of the programs had enrollment over 5,000 as compared to 73.4 percent under 5,000 and 41.2 percent under 1,000. This relative smallness might be due to the newness of many of the programs or perhaps to the nature of many of the programs (i.e. potential clientele may exist but only an "outreach" philosophy will succeed in helping them to avail themselves of the community services program). A much more thorough analysis of the relationships between size of a program and factors such as

program philosophy, available financing, socio-economic make-up of the community, and a host of others, would seem to be needed.

TABLE 3

Number of Respondents per Size Category of Enrollment in the Last Fiscal Year

Size of Program	Number Responding	Percentage
0 to 1000	124	41.2
1001 to 2500	56	18.6
2501 to 5000	41	13.6
5001 to 10,000	19	6.3
10,001 to 25,000	11	3.7
25,000 and up	11	3.7
No Answer	39	13.0

The early growth in size of enrollment in new community services programs may largely account for the results depicted in Table 4. Eighty-six and four-tenths (86.4) percent responded that enrollment had remained the same or increased (72.1 percent indicated an increase) in comparison to enrollment during the previous fiscal year.

TABLE 4

In Comparison to the Last Fiscal Year, the Enrollment This Year Has:

	Number Responding	Percentage
Increased	217	72.1
Decreased	13	4.3
Approximately same	43	14.3
No Answer	28	9.3

One series of questions was designed to obtain information regarding desired program orientation and actual program budget allocation. Respondents were asked to rank, according to priority, target groups to whom programs should be directed and then to likewise rank those groups in terms of the relative percent of the total program budget allocated to activities for those groups. For purposes of convenience and clarity in presenting the results of the data, an index score was obtained for each target group. This was arrived at by multiplying the value of the priority rank by the number of responses accorded that particular value per target group (e.g., 1 x 7 = 7, 2 x 3 = 6, etc.). The values so derived per each target group were summed and then divided by a constant to yield a self-weighting index score for each target group, thereby making it possible to compare the groups for each question. A general comparison of the groups as a whole across-questions is also possible. Such a process provides a somewhat crude yet heuristic picture of

the situation.

TABLE 5

A Graphic Presentation of Desired Program Orientation Expressed by Respondents

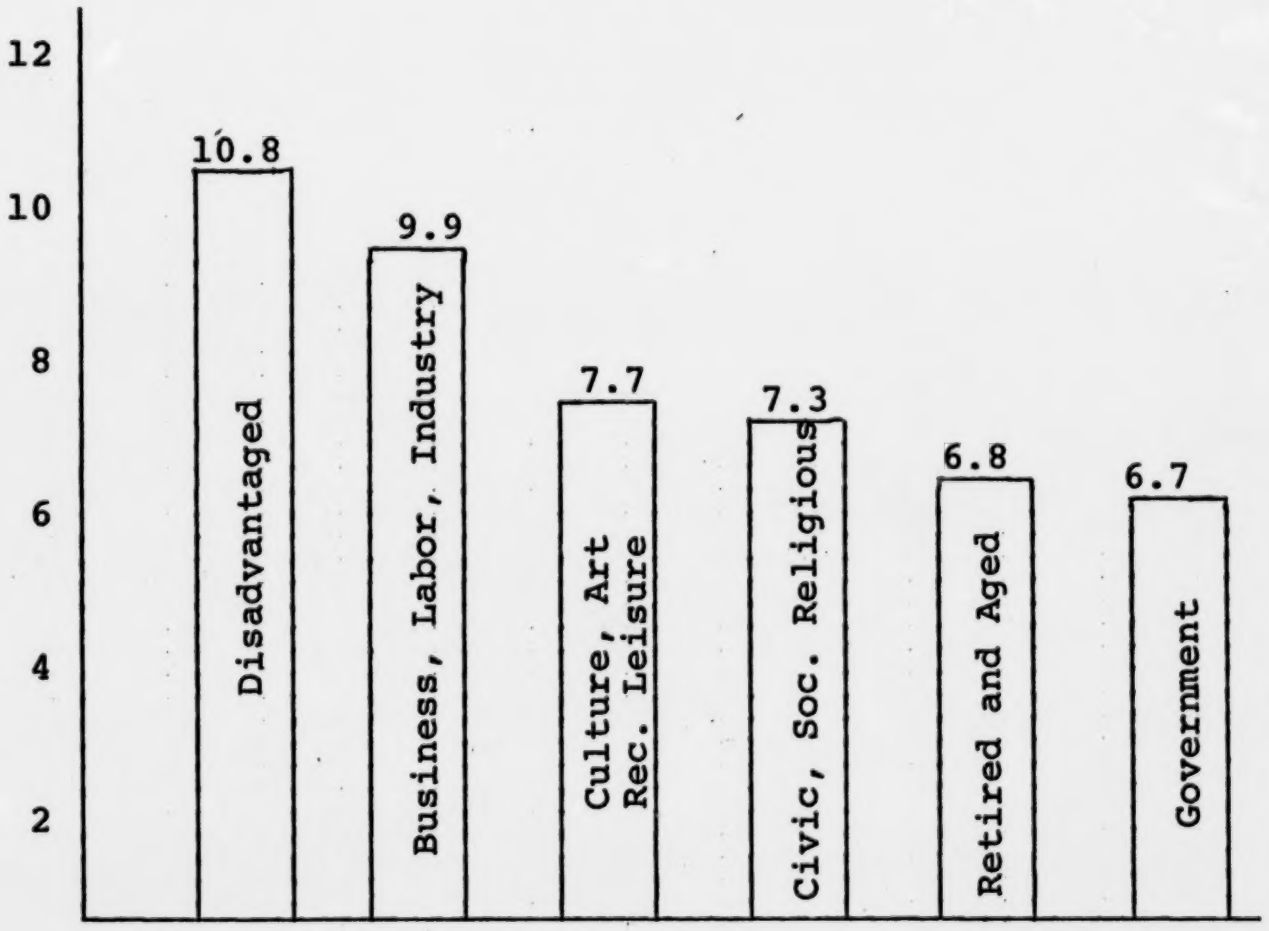
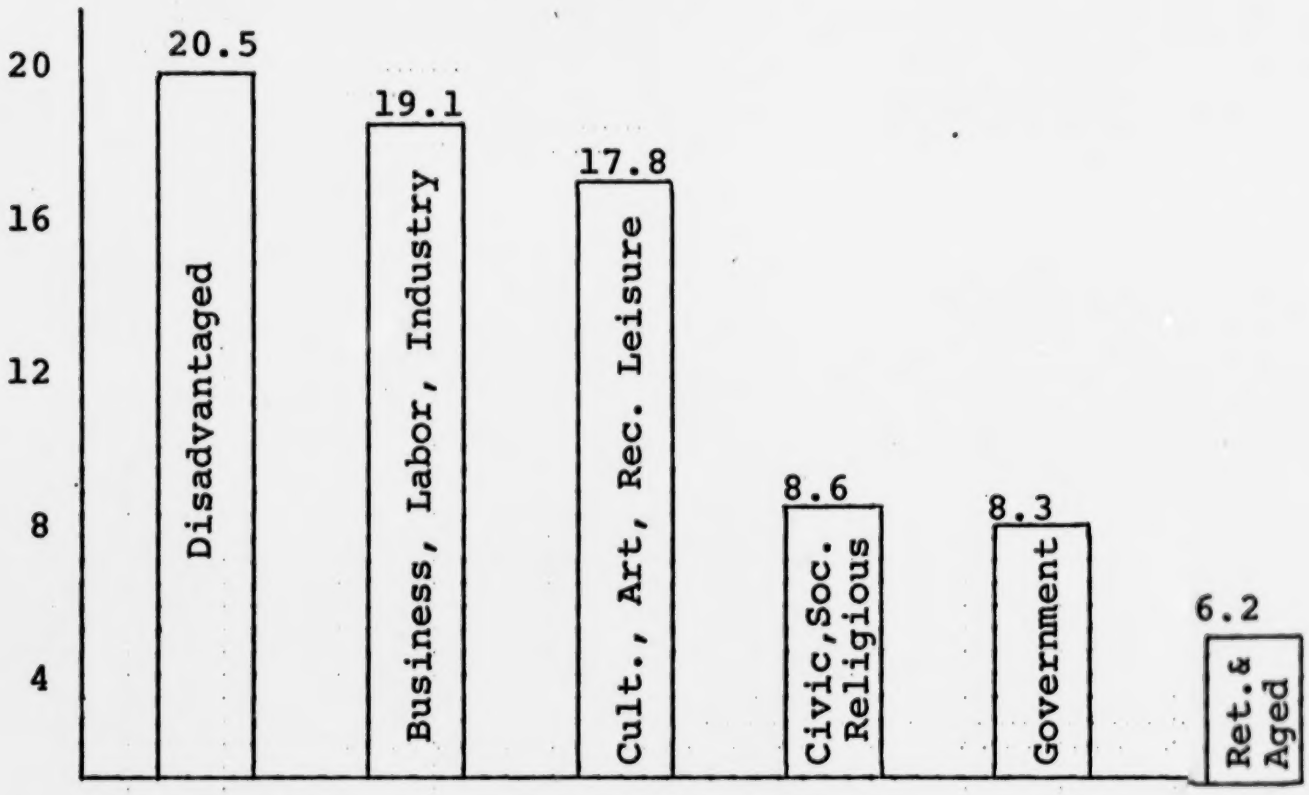


TABLE 6

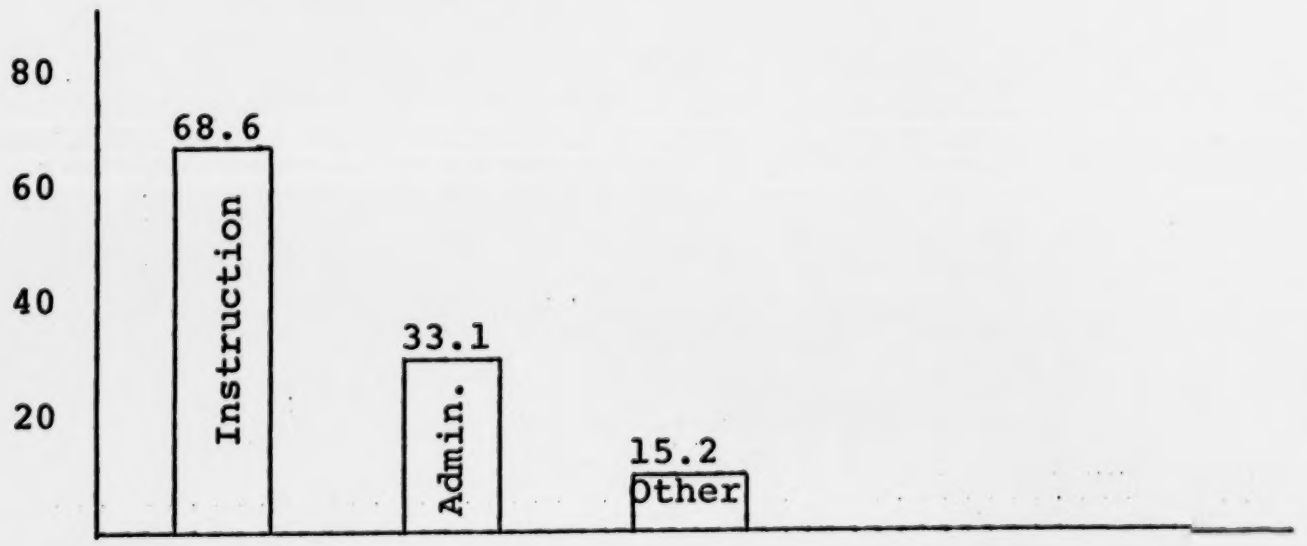
A Graphic Presentation of Actual Program Budget (%) Allocated to Different Target Groups



An inquiry into the differential distribution of program budget for the areas of administration and instruction yielded the results shown in the following table.

TABLE 7

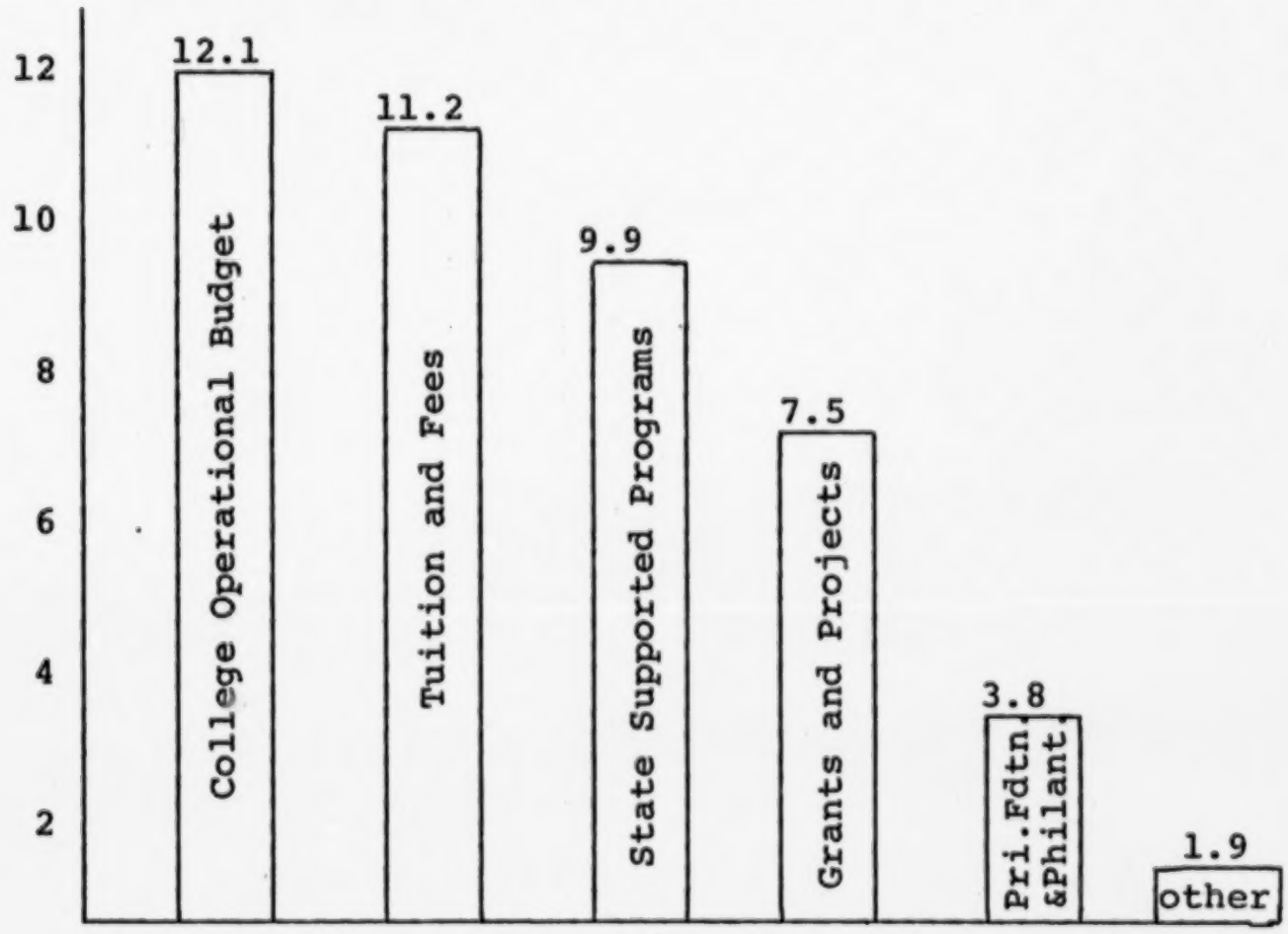
A Graphic Presentation of Program Budget Allocated for Administration and Instruction



A similar index was derived for responses indicating the relative importance of different sources of program support (i.e., financial income). The results are presented below.

TABLE 8

A Graphic Presentation of the Relative Importance of Different Sources of Income for Community Services Programs



Though the use of such an index system yields a crude approximation at best; it was felt to be sufficient to the purposes of this study. We can say that the tendency is to direct programs toward the disadvantaged and toward improving citizens economic viability through business, industry, and labor related activities. These very instrumental tendencies are expressed both in terms of desired program orientation

and actual budget allocation patterns.

Further research might be conducted to ascertain the relationship between program direction and source of income. The data in this study did not permit such an analysis. It would be interesting to discover, for example, whether reliance upon tuition and fees or the college operational budget tends to orient programs away from the less privileged members of the community.

Table 9 indicates the extent to which Community Services budgets have increased -- decreased over the last three years. Eighty-five and eight-tenths (85.8) percent stated that the budget had remained the same or increased (70.8 percent indicated an increase). This supports the notion that not only have community services programs increased in terms of sheer numbers across the nation, but also that these programs have, once established, increased their "capital outlay." To what extent this increased outlay of funds indicates increased program activities, higher salaries, etc. or is merely due to inflation remains to be determined by further analysis. Any attempt to analyze possible relationships between increased budgets and program improvement in qualitative terms would require a different approach than that taken in this study.

An attempt to uncover trends concerning the extent to which programs are campus-bound or are conducted out in the community yielded inconclusive results, as depicted in Table 10. Fifty-nine and eighteen-one-hundreths (59.18) percent did say that programs were somewhat or very much in

TABLE 9

The Budget for Community Services
Over the Last Three Years Has:

	Number Responding	Percentage
Increased	213	70.8
Remained the same	45	15.0
Decreased	16	5.3
No Answer	27	9.0

operation out in the community, however. This slight positive tendency in response may be attributed to certain psychological elements (i.e., social desirability) or may, in fact, represent at least a token effort to take programs to the community. An investigation of the quantitative and qualitative nature of this effort would appear worthwhile for further research.

TABLE 10

The Extent to Which Activities and Programs
Are Conducted Off-Campus

	Number Responding	Percentage
Very Much	91	30.2
Somewhat	89	29.6
Very Limited	83	27.6
None	34	11.3
No Answer	4	1.3

Table 11 points out the tendency for community services to be planned and administered from the campus site. Again, however, these results must be viewed as inconclusive since responses only indicate a yes-no answer and do not tell us how many personnel are actually out in the community compared to the number located on campus. Indeed, we might find that even instructional staff located in the community represent, in relative comparison to the number conducting classes on campus, a very small percentage of the total instructional staff.

TABLE 11

Programs with Staff Personnel Located in Sites or Centers Apart from Central Campus

	Number Responding	Percentage
Administration		
Yes	42	14.0
No	240	79.7
No Answer	19	6.3
Program Development & Coordination		
Yes	81	26.9
No	201	66.8
No Answer	19	6.3
Instructional Staff		
Yes	162	53.8
No	125	41.5
No Answer	14	4.7

The involvement of citizens in the decision-making processes of Community Services programs is indicated in Table 12. With such a high percentage (85%) indicating the

use of advisory groups, a further assessment of the qualitative aspects of this involvement would be welcomed.

TABLE 12

Extent of Utilization of Community and Citizen Advisory Groups

	Number Responding	Percentage
Yes	256	85.0
No	39	13.0
No Answer	6	2.0

A further breakdown of the use of citizen advisory groups is presented in Table 13. The 35.9 percent who indicated the use of both permanent and ad hoc groups represents, in quantitative terms (especially when combined with the preceeding two categories), a welcomed trend. A study of the continued status of such advisory groups as programs grow and mature would add a great deal.

TABLE 13

Types of Advisory Groups Used

	Number Responding	Percentage
Permanent	69	22.9
Ad Hoc	86	28.6
Both	108	35.9
No Answer	38	12.6

An assessment of the extent to which Community Services programs are accredited by organizations on the local, state, regional, or national levels is presented in Table 14 below. State and regional organizations account for most of the accrediting function that does occur with 35.2 and 33.6 percent responding as being accredited by such organizations. Very little accrediting is done by local or national level organizations. Most interesting is the fact that 40.2 percent of the respondents answered that their programs were not accredited by any organization. For those programs that are accredited, a study dealing with the meaning that such accreditation has for the content and direction of these programs would, at this time, seem to be a worthwhile endeavor.

TABLE 14

The Community Services Program Accreditation

	Number Responding	Percentage
Local group or organization		
Yes	33	11.0
No	268	89.0
State group or organization		
Yes	106	35.2
No	195	64.8
Regional group or organization		
Yes	101	33.6
No	200	66.4
National group or organization		
Yes	30	10.0
No	271	90.0
IN NO WAY ACCREDITED		
Yes	121	40.2
No	180	59.8

Whether or not accreditation is seen by Community Services directors as being beneficial to the purposes and objectives of their programs is depicted in Table 15. There seems to be a fairly even split between those who feel it to be important and those who don't. The question as to whether accreditation and/or the pursuit of accreditation serves to enhance or impede Community Services programs in their efforts to respond to the fundamental needs of their clientele remains unanswered.

TABLE 15

Number and Percentage of Those who Feel Accreditation is Beneficial to the Purposes and Objectives of Program

	Number Responding	Percentage
Yes	139	46.2
No	143	47.5
No Answer	19	6.3

Another psychological force working potentially for or against the growth and development of Community Services programs might lie in the acceptance-rejection of the program (and its approach and direction which might very well differ in kind from that of more formal, traditional, classroom-campus-bound forms of educational activities) by other departments/divisions of the Community college. Table 16 presents results based upon the perceptions of Community Services directors. Ninety and three-tenths (90.3) percent

responded that the tendency has been for the program to be accepted to the same or greater degree (57.1 indicated "greater"). An investigation into the perceptions of members of these other departments/divisions would yield interesting comparative data. Furthermore, a more in-depth analysis of the perceptions of those who indicated a trend toward less acceptance, might be useful in pin-pointing various reasons why programs of a given nature are rejected by other professionals in the college.

TABLE 16

Trend of Acceptance by Other Department/Divisions of College

	Number Responses	Percentage
Greater	172	57.1
Same	100	33.2
Less	7	2.3
No Answer	22	7.3

An effort to ascertain information regarding trends in increases-decreases in size of different categories of staff yielded the following results. Table 17 shows that a definite increase has occurred and especially as is to be expected, in instructional staff. The increase in program development and coordination staff probably indicates that a considerable number of Community Services programs are conducting activities other than classroom-type teaching-learning situations.

TABLE 17

Number of Professional Personnel Added to Staff in Past 3 to 5 Years

	1	2	3	4	5	5+(6)	Total
Administrative Personnel	100/100	23/46	11/33	1/4	2/10	1/6	199
Program Development & Coordinators	54/54	23/46	9/27	3/12	3/15	4/24	178
Instructional Staff	22/22	3/6	5/15	3/12	8/40	97/582	678

In reply to a question concerning immediate or anticipated need for trained personnel in Community Services, 151 or 50.2 percent of the respondents answered affirmatively.

A further breakdown was provided by the answers to a subsequent question depicted in Table 18 below. As in the previous table, the results may be a slight underestimate since the "more than five" response category undoubtedly means more than six and so on in some cases.

TABLE 18

Number of Professionally
Trained Personnel Needed

Institution Needing:	Number of Responses	Total
One individual	68	68
Two individuals	32	64
Three individuals	7	21
Four individuals	3	12
Five individuals	5	25
More than five (6)	4	24
	TOTAL:	214

Some Measures of Association

Several of the variables in this study were selected out for the administration of measures of association in order to derive information that might be intrinsically interesting enough to provide some indication of what further research might be worthwhile. As was expected, very few of the measures achieved significance. This is attributable to several factors: the data collection instrument being a mailed questionnaire made it impossible to clarify any ambiguities and misinterpretations that occurred; many "respondents" did not answer, for various reasons, several of the questions at all, resulting in an inflated "no response" category; categories within several questions were too loose (i.e., they were not sufficiently "all inclusive and mutually exclusive") and too gross thereby yielding

somewhat inprecise data.

In spite of all these limitations several statistically significant associations were found. Enrollment size paired with "the extent to which Administrative staff are located at sites apart from the central campus" obtained a Chi Square (X^2) of 21.52, significant at the .05 level. This result appears to indicate that the larger the program (in terms of enrollment), the more tendency there is to disperse administrative staff. We must hasten to add however that this may be very misleading. The association in this case, though natural enough in its own right, does not in any way provide information as to the "extent and intensity" of the tendency to disperse administrative staff. A more qualitative analysis might show that when viewed from the perspective of what the situation legitimately calls for against what is actually obtained, staff dispersion proportionately decreases as program size increases.

Another very natural set of significant associations were obtained by pairing "the extent to which programs are conducted off-campus utilizing community facilities" with "the extent to which different types of staff personnel are located in sites or centers apart from the campus."

On the basis of this data, it is, of course, impossible to say that programs are campus-bound because staff are not dispersed, or vice versa. Hopefully however some indication of areas of needed research has been provided.

TABLE 19

Measures of Association Between
Off-Campus Programs and Staff Location

	Chi Square	Level of Significance
Administrative staff	19.93	.02
Program Development and Coordination	52.17	.001
Instructional Staff	35.69	.001

A BRIEF LOOK INTO THE FUTURE

A look into the crystal ball to ascertain what the future holds in store for Community Services leads first to a delineation of forces that appear to be working either for or against the continued sensitivity and response of Community Services Programs to the needs of the Communities they serve.

The potential population for adult education is infinitely larger than that now participating in courses and programs. The vast numbers presently uninvolved need learning more than those who are. The continued education of the educated serves to increase the variance among groups in our society. To be able to commit the uneducated and undereducated will require skill and understanding of their communication patterns and value systems on the part of educators. Approaches to learning other than the traditional classroom methods will have to be employed.

Because of the above factors, it is difficult to conceive of educators brought up through the formal, traditional education system as being very successful in evolving programs and activities of perceived relevance to the disadvantaged. The intent here is not to defame those valiant people presently struggling to assist the less fortunate members of our society. No doubt, most Community Services Deans,

Directors, Coordinators, and other personnel are very dedicated, altruistic people. The point remains, however, that sincerity in intention is merely a take-off point for professional training and development to increase competencies for dealing with complex problems.

The nationwide lack of professionals skilled in working with the underpriviledged, uneducated, and poor will probably mean that Community Services positions will be staffed by the present oversupply of educational administrators who have been trained to administer educational programs designed to meet the needs of the already educated, middle-class members of our society. The long-range effect this will have upon the nature of Community Services programs will be largely contingent upon whether such educators make the effort to acquire skill and understanding fundamentally prerequisite to their designing and implementing programs which will be effective in helping to meet the needs of <u>all</u> the citizens of this community.

The formation of the National Council of Community Services of Community and Junior Colleges has been probably the most significant positive development in the Community Services field. The process whereby Community Services personnel are building professional images evolving a guiding philosophy for the field, and tackling such substantial problems as organization, administration, and financing of Community Services, has been definitively enhanced by the work of the National Council. Perhaps with such a guiding

force operating, potentially disparant tendencies can be effectively countered. Emphasis on the training of professionals with academic and practical depth in the educational approach to community development should also be forthcoming.

APPENDIX A

Areas of Academic Preparation

Education Administration	70
Education (general)	24
Vocational Education	19
Guidance and Counseling	18
Higher Education Administration	17
History	16
Community/Adult Education	14
Business Administration	12
Speech and Drama	11
English	10
Industrial Administration	9
Agriculture	9
Sociology	8
Mathematics	8
Physical Science	8
Psychology	7
Social Science	6
Educational Psychology	5
Biology	5
Engineering	5
Curriculum and Instruction	5
Economics	4
Journalism	4
Physical Education	3
Political Science	3
Music	3
Social Work	3
Communications	2
Marketing	2

Biochemical embryology / Liberal Arts /
Law / Language Arts / Government /
Educational Research / Religion /
International Affairs / Zoology /
Physics / Geography / Public Administration /
Recreation / Home Economics . . . . . ea. 1

APPENDIX B

MEMBERSHIP AFFILIATION IN PROFESSIONAL ASSOCIATIONS

State Listing

Adult Education Association of Virginia
Association of Texas Colleges and Universities
California Association of Adult Education
California Association of Public Events and Services
California Junior College Association
California Junior College Community Service Association
Florida Association of Public Junior Colleges
Florida Education Association
Georgia Adult Education Association
Idaho Education Association
Illinois Adult Education Association
Illinois Association of Community and Junior Colleges
Illinois Vocational Association
Iowa Adult Education Association
Iowa Association of Public School Adult Education
Iowa Vocational Association
Kansas Association of Colleges and Universities
Kansas Education Association
Knasas Vocational Association
Kentucky Adult Education Association
Kentucky Association of Junior Colleges
Maryland Association of Junior Colleges
Michigan Adult Education Association
Michigan Community College Association
Michigan Community College Community Service Directors
Minnesota Adult Education Association
New York State Association of Public School Adult Education
North Carolina Adult Education Association
North Carolina Community College Adult Education Association
North Carolina Education Association
North Dakota Vocational Association
Ohio College Association
Oregon Education Association
Oregon Vocational Association
Pennsylvania Association of Public Adult Education
Pennsylvania State Adult Education Association
Tennessee Adult Education Association
Tennessee Education Association
Texas Education Association
Virginia College Placement Association
Washington Continuing Education Association
Washington Education Association
Wisconsin Educational Association
Wisconsin Vocational Association

Regional Associations

Missouri Valley Adult Education Association
New England Association of Colleges and Secondary Schools

Membership Associations (cont.)

North Central Association of Schools and Colleges
Southern Association of Schools and Colleges
Western Association of Colleges and Schools

Professional and National Associations (Numbers indicate "Top Ten")

American Association of Junior Colleges - 92
Adult Education Association - 66
National Council on Community Services for Community and Junior Colleges - 54
National Association of Public School Adult Educators - 41
National Education Association - 32
American Vocational Association - 22
Association of University Evening Colleges - 6
American Association of University Professors - 6
Association of College Unions - 5
Personnel and Guidance Association - 3
American Library Association
National Commission on Accrediting
National Vocational Guidance Association
American Technical Education Association
American Society of Training and Development
American Society of Electrical Engineers
American Correctional Association
Association for the Study of Negro Life
National University Extension Association
National Faculty Association -- Community Junior Colleges NEA
Council on Social Work Education
Engineering Council for Professional Development
Council of Hotel and Restaurant Institute Education
Instructional Society of America
American Society for Community Development
American College Public Relations
American Alumni Association
American Association of School Administrators
National Association of Community Development
National Adult Education Association
American Education Research Association
Association of Instructional Deans
National Geographic Association
Health Planning Association
CDA
MJCA
APGA
ACE
PDK
NAPJC
ASEE
NCACSS

APPENDIX C

IMPORTANT TO THE FIELD

Professional Literature

Junior College Journal (39)
A.A.J.C. Community Service "Forum" (34)
Journal of Adult Education (22)
Adult Leadership Magazine (21)
A.A.J.C. Community Service "Working Papers" (20)
Clearinghouse on Community Service (12)
NAPSAE Periodicals (12)
Washington Newsletter on Adult Education (8)
ERIC Center Publications (6)
Technical Education Bulletin of the AAJC (4)
College Management (4)
Kellogg Community Service Bulletins (4)
UCLA Pub. #10 Effective Junior College Programs of Community Service (3)
Community Development (3)
NCSES News (3)
American Vocational Association Journal (2)
AUEC Bulletin
Canadian Journal on Adult Education
Center for the Study of Liberal Education
Training and Development Journal
Business Week
Personnel and Guidance Journal
College and University Business
Convergence
Community School - Mott Institute
Todays Education
Continuing Education Report
Educational Research
American Journal of Sociology
U.S. Government Curriculum Guides
Report of the Disadvantaged
Negro History Bulletin
Jet Magazine
Ebony Magazine
Journal of Negro Life and History
Crisis Magazine
Journal of Student Personnel Work in Adult and Evening Education
Department of Labor Publications
Mass Media and Adult Education
New York State Booklets
Various Other State Publications

APPENDIX D

SOCIAL SCIENCE BACKGROUND LITERATURE

IMPORTANT TO THE FIELD

Harlacker - The Community Dimension of the Community College (20)
Shaw - Administration of Continuing Education (12)
Myran - Community Service in the Community College (8)
Adrian - Social Science and Community Action (4)
Gleaser - This is the Community College (3)
Knowles - Handbook on Adult Education (3)
Houle - The Inquiring Mind (2)
Knowles - The Adult Education Movement in the United States (2)
Blocker, Plummer, and Richardson - The Two Year College: A Social Synthesis (2)
Aker - Adult Education Procedures (2)
Kidd - How Adults Learn (2)
Lindeman - The Meaning of Adult Education (2)
Sharer - There are No Islands (2)
Knowles - Higher Education in the United States (2)
Warren - Studying Your Community
H. L. Good - Better or Bitter Men
Medsker - The Community College: Directed or Dissected
Snow - Community Adult Education
Roland Warren - Community in America
Johnson and Rivera - Volunteers for Learning
Buckley - General Systems Theory
Havinghurst - Administration of Community Colleges in a Changing World
Loomis - Social Systems
Knowles - Informal Adult Education
Poles - History of Adult School
Fenney and Stenzel - Volunteer Learning and Development
Medsker - Junior College Administration
Johnson - Island of Innovation Expanding
Riessman - Strategies Against Poverty
Cohen - Dateline '79
Cumminsky - Community Relations and Service in Junior Colleges
King - Working with People in Community Action
Liverwright - Adult Education
H. J. Alford - Continuing Education in Action
Bergevin - Philosophy of Adult Education

No Author Given

Teaching as a Subversive Act
Urban Development: A Focus on New Approaches
The Community Process
Teaching the Disadvantaged Adult
A Treasury of Techniques for Teaching Adults

APPENDIX E

LEADING PROGRAMS IN THE FIELD

Oakland Community College, Michigan (31)
Flint Community Schools (21)
Miami-Dade Community College (19)
Foothills College, Los Altos Hills, California (14)
Cuyahago Community College, Cleveland, Ohio (14)
Cerritoa College, Norwalk, California (10)
New York City Community College, Brooklyn, New York (10)
Los Angeles City College (6)
College of San Mateo (5)
Pasadena College (4)
Phoenix College (4)
Laney College, Oakland, California (3)
University of California at Santa Cruz (3)
Montery Peninsual College (3)
Daytona Beach Community College (3)
Orange County, Florida (3)
Milwaukee Technical College (3)
Montgomery College, Maryland (3)
San Diego Junior College (2)
California Community College at Sacremento (2)
St. Louis Junior College (2)
Chicago City College (2)
Amundeson-Mayfair College, Chicago (2)
Lake City Junior College (2)
University of Georgia - Athens (2)
Sante Fe Junior College - Florida
Freeport Community College - Illinois
Waubouse Community College - Illinois
Malcolm X Community College - Chicago
YMCA Community College - Chicago
Prairie State Community College - Illinois
Danville Community College - Illinois
Black Hawk - Illinois
Thornton - Illinois
Triton - Illinois
Beleville - Illinois
Kirkland Junior College - Iowa
Lansing Community College - Michigan
Tyler Texas Community Junior College
Tarrant County, Fort Worth, Texas
Northeastern, Boston, Massachusetts
Merritt College, Oakland, California
Seattle Central Community College
Hartford Community College, Bel Aid, Maryland
Howard University
McComb County Community College
Denver Community College
Essex Community College
Santa Barbara Community College

Del Mar College
Mohawk Valley
Federal City Community College
Williamsport Area Community College
Beaver County Community College, Pennsylvania

APPENDIX F

KEY-LEADING FRONTIERSMEN

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Abraham Baldwin Agricultural College

Mr. Rowland K. Chase
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Mr. J. Kenneth Cummiskey
Director
W. K. Kellogg Foundation
AAJC Community Service Project

Mr. Patrick J. Distasio
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Center for Community Development
Miami-Dade Junior College

Mr. Walter F. Fightmaster
Executive Director of Community Service
Oakland Community College

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Brookdale Community College

Mr. Victor Lauter, Dean
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Dr. Max R. Raines
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Michigan State University

Mr. Nathan C. Show
Director of New Programs and Community Service
Montgomery College

Mr. Gerald Traicoff, Jr.
Dean of Community Services
Cuyahoga Community College

APPENDIX G

TRENDS FOR THE FUTURE

Important Developments in General Field

Programs for the disadvantaged, economic, social, education (31)
Programs to stimulate interest in the community to assist in reform (21)
Culture, recreation, and leisure time activities (20)
No special need, just general expansion and more flexibility (20)
Attention to the relevant problems of our society (18)
More financial support from all sources and levels of government (18)
Programs of the community development nature (12)
Programs for vocational development, training, retraining, upgrading (12)
General recognition of the community service aspect of the college (10)
Preparation of professional personnel for community service (9)
Programs and courses for manpower training and industry (8)
More coordination between colleges in a district to eliminate duplication (6)
The development of skill centers within the community colleges (6)
Programs and courses for senior citizens and retirees (5)
Coordination within the community college (5)
Cooperation with other agencies in the community (5)
A more coherent definition of Community Services (3)
Programs and courses for man and his environment (Ecology) (3)
Programs aimed at local and state government (3)
The continuing education of women (2)
The head administrator should be an inter-agency facilitator within the community (2)
The development of a community problem research center (1)
Programs aimed at personal service to the community (1)
In-service education programs for educators (1)
Reduction in government support to community service (1)

Most Important Developments in Specific Colleges

General expansion and more built-in flexibility (27)
Programs for the disadvantaged, economic, social, education (21)
Programs for business, industry, and local government (20)
Culture, recreation, and leisure time activities (19)
Greater financial support from all local sources (14)
Coordination with other agencies in the community to avoid duplication (11)
Moving off-campus into the community (8)
Programs to stimulate interest in the community and assist in reform (7)
Programs for senior citizens and retirees (7)
Courses of a vocational nature (7)

Stimulation of interest in man and his environment (6)
More non-credit short courses (6)
Continuing education of women (5)
The hiring of a full-time administrator (4)
Greater acceptance by the community (4)
Programs of community development nature (4)
More evening college credit programs (3)
The building of permanent facilities for community services (3)
Decentralization of the program (2)
Family life programs (2)
The training of sub- and para-professionals (2)
More "package" programs (1)
Programs to stimulate interest in local politics (1)
Changing from city to county tax support (1)
Law enforcement training (1)
A more coherent definition of Community Services (1)
Liberation from state support (1)

BIBLIOGRAPHY

ANNOTATED BIBLIOGRAPHY

Blocher, Clyde E., Robert H. Plummer and Richard C. Richardson. The Two-Year College: A Social Synthesis. Englewood Cliffs: Prentice-Hall, Inc., 1965.

An effort has been made in this book to provide an in-depth and theoretical framework for the community college. The unique feature of the book is that the authors have not been content with simply stating the obvious, but have rather explored new and existing practices with a critical eye.

Community Service Forum. American Association of Junior Colleges. Washington, D. C.

Of similar nature to the "Working Papers," this series of short publications is an analysis of various topics presented by leaders in the field: Published bi-monthly the articles are written on a down-to-earth version and present many solutions and discussions to daily problems.

Community Service Working Papers. Washington, D. C.: American Association of Junior Colleges.

This series is a "must" in the library of any administrator of community services. Published periodically, the topics are of vital concern and are presented in practical terms and adoptable to many programs now in operation.

Gleazer, Edmund J., Jr. This is the Community College. Boston: Houghton Mifflin Company, 1968.

This book is considered by many to perhaps be the most useful introductory source in the community college. The contents covered explore all aspects that the inquiring novice mind finds of interest.

Harlacher, Erwin L. The Community Dimension of the Community College. Englewood Cliffs: Prentice Hall, Inc., 1969.

This book analyzes and describes the relationship between the community college and the local community. Included is a history of community services, discussions on implementations of programs and an analysis of problems and solutions to problems in community services. The book is the "Bible" for presidents, community service directors, deans, and faculty members concerned with the community in which they live.

Miller, Harry L. Teaching and Learning in Adult Education. New York: The Macmillan Company, 1969.

Although not a source of vital importance to community services, this book provides an introduction to the studying of adult education as related to the total educational system. Material presented in the book is practical in terms of group work and measuring and evaluating the adult learning experience.

Myran, Gunder A. Community Services in the Community College. Washington, D. C.: American Association of Junior Colleges, 1969.

A noteworthy addition to the library on community services, this book presents a brief history, defines concepts, and attempts to focus on problems of concern to administrators of community services.

Shaw, Nathan C. Administration of Continuing Education. Washington, D. C.: National Association of Public School Adult Education, 1969.

By far the most complete and up-to-date source on administration of adult education programs. The book is an in-depth exploration of current and emerging practices in administration of adult education, covering all areas that are of concern to the knowledgable professional and layman.

Thornton, James W. The Community Junior College. New York: John Wiley and Sons, 1966.

A clear, concise, and comprehensive discussion is given of the history and philosophy of the community college and its relation to the total system of American higher education. The book represents a useful and practical introduction to the underlying principles of the community junior college and is designed for future teachers and administrators.